

Intellectual virtues and education practice

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Abstract

© Medwell Journals, 2015. Virtue epistemology is one of the dominant approaches in contemporary epistemology. In recent years, its potential for education became the object for research among epistemologists and philosophers of education. In this study, we define character-based approach in virtue epistemology. We argue for weak versions of conservative and autonomous approaches to character-based virtue epistemology. We analyze and critically explore intellectual virtues such as open-mindedness, love of knowledge and intellectual autonomy. Finally, we propose a roadmap for cultivating intellectual virtues in education practice. We maintain that although intellectual virtues cannot be taught directly, they can be fostered in the appropriate environment.

<http://dx.doi.org/10.3923/sscience.2015.1317.1323>

Keywords

Fostered, Intellectual character, Intellectual virtues, Philosophy of education, Virtue epistemology